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ABSTRACT

Intended as a supplement to the "Special Education Program for Educable Retarded Classes, Elementary Program", the guide is designed to aid teachers in determining the observable behavior of the students as they are using the content materials suggested in the Program Guide. The document is divided into five skill areas: oral communication, written communication, motility (the ability and desire to move), social competencies, and occupational exploration. Material is presented in chart form under four headings--objectives (descriptions of the highest level of performance by the student in the learning situation), steps toward the goal (descriptions of the student performances that are deemed necessary to reach the larger objectives), suggested procedures and instructional activities (suggestions that aid the teacher in developing plans for instruction), and resource materials (materials that are currently available). It is noted that evaluation of students' performance levels in the five described areas will allow for the development of educational prescriptions and predictions that can be part of the students' records. (SBH)

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BOARD OF EDUCATION OF BALTIMORE COUNTY

A SUPPLEMENTAL GUIDE FOR THE ELEMENTARY SPECIAL EDUCATION PROGRAM FOR CLASSES FOR THE MILDLY INTELLECTUALLY LIMITED - INTERMEDIATE LEVEL

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EC 093191

Towson, Maryland
1974

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FOREWORD

The Board of Education of Baltimore County has consistently recognized the fundamental role of curriculum in the development of a quality school system. What children learn and how they learn it are the primary responsibilities of the schools.

Baltimore County has had a long tradition of curriculum development by teachers and staff members. The expertise which has evolved has earned this school system national recognition for its curriculum and has provided an educational program of excellence for its children. In developing curriculum guides, we have been particularly cognizant of the careful selection of patterns of organization, content, materials, and teaching suggestions. Significant trends in education as well as special needs within Baltimore County have been incorporated into the curriculum designs. Innovations with nationwide impact have originated in Baltimore County curriculum.

The Supplemental Guide For The Elementary Special Education Program For Classes For The Mildly Intellectually Limited - Intermediate Level and other guides prepared in 1973 reflect both the realities of the present as well as the potential for the future. They recognize the need for accountability to students and community, and for tools to cope with a world in which environmental concerns, energy crises, and political distrust dominate the media. At the same time they intensify efforts to develop lasting skills, knowledge, and values for individuals as they become fulfilled adults.

This guide has been developed to assist the teacher of the mildly intellectually limited to evaluate student performances in areas vital to successful living. It is one of several teacher guides published for the implementation of an extensive program for children with handicapping conditions.

We anticipate that the quality of this curriculum will improve the quality of the education and ultimately the quality of life of the students for whom it has been prepared.

Joshua R.Wheeler
Superintendent of Schools

Towson, Maryland
July, 1973

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INTRODUCTION

This Supplemental Guide has been written to implement the Intermediate section of Baltimore County's earlier Guide to a Special Education Program for Educable Retarded Classes, Elementary Program (1963).[1] Its purpose is to aid teachers to determine the observable behavior of the students as they are using the content materials suggested in the Program Guide.

Observable behavior can be defined as the behavior the student demonstrates after he has been exposed to a learning situation. The teacher should be able to describe the level of performance of each student as he progresses toward the major goal in each of the five areas: oral communication, written communication, motility, social competencies, and occupational exploration. However, not all students should be expected to reach the major goal in each area.

The five areas developed in the Supplemental Guide were chosen because of their importance to the students in their future lives as productive citizens. The skills and proficiencies included in each can be developed and evaluated as they are used in conjunction with the content of the previously written guide.

The following statements should clarify the intent of the Supplemental Guide:

1. The Guide to a Special Education Program, Educable Special Classes, Elementary Program (1963) was organized by instructional areas, following a topical unit format. However, teaching each unit as a topical area is not recommended. The guide was designed to present material from which a teacher will develop units based on the needs of the students of the class.

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[1] This previously written guide will be referred to hereinafter as the Program Guide, to distinguish it from the Supplemental Guide.

The Supplemental Guide presents performances that should be developed and evaluated as the content material is covered.

Example: Students plan and take a trip to a local supermarket to buy food for a meal to be cooked in the classroom.

a. Oral and written communication skills can be evaluated in classroom preparation for the trip.

b. Ability to travel to and move in a new environment can be measured.

c. Social behavior in a setting outside the school can be appraised.

2. The Supplemental Guide is designed so the teacher can begin where the student is and develop his potential in the areas of:

oral communication
written communication
motility (the ability and desire to move)
social competencies
occupational exploration

Format of the Supplemental Guide

The material in this publication is presented in chart form under these headings:

Objectives -- Descriptions of the highest level of performance by the student in the learning situation.

Steps Toward Goal -- Descriptions of the student performances that are deemed necessary to reach the larger objectives.

Suggested Procedures and Instructional Activities -- Suggestions that aid the teacher in developing plans for instruction. These should not be considered as either global or limiting.

Resource Materials -- Materials that are currently available. The teacher should seek out other applicable materials.

Use of the Supplement

Teachers should refer to the Guide to a Special Education Program, Educable Special Classes, Elementary Program (1963) and to the Supplemental Guide when developing unit and lesson plans. It is suggested that the goals used in planning be based on behavioral objectives rather than on content to be covered. Teachers will find Preparing Instructional Objectives[1] by Robert F.Mager helpful as a reference.

The five areas described should not be taught in isolation but should be treated as skills developing as the students work with the content materials. Occupational Exploration, the first phase of Career Education, is a new component of the curriculum which will require a new emphasis by the teacher.

Computational skills should be interwoven in all of the real-life situations within the developmental program. Emphasis should be placed on the use of logic and the successful application of the skills learned in the developmental program.

It is felt the teacher will be able to evaluate the student's performance levels in the five described areas at any time of the year. This will allow for the development of educational prescriptions and predictions that can be part of the student's records. The teacher will use the Objectives and the Steps to the Goal to record the levels of progress for each child. These descriptions should be shared with all the teachers of the student and should be sent to the teacher at the next level of the program.

Individual performance descriptions aid teachers in planning teaching strategies for each child. They are also valuable in helping parents

form a realistic understanding of the child's development and achievement.

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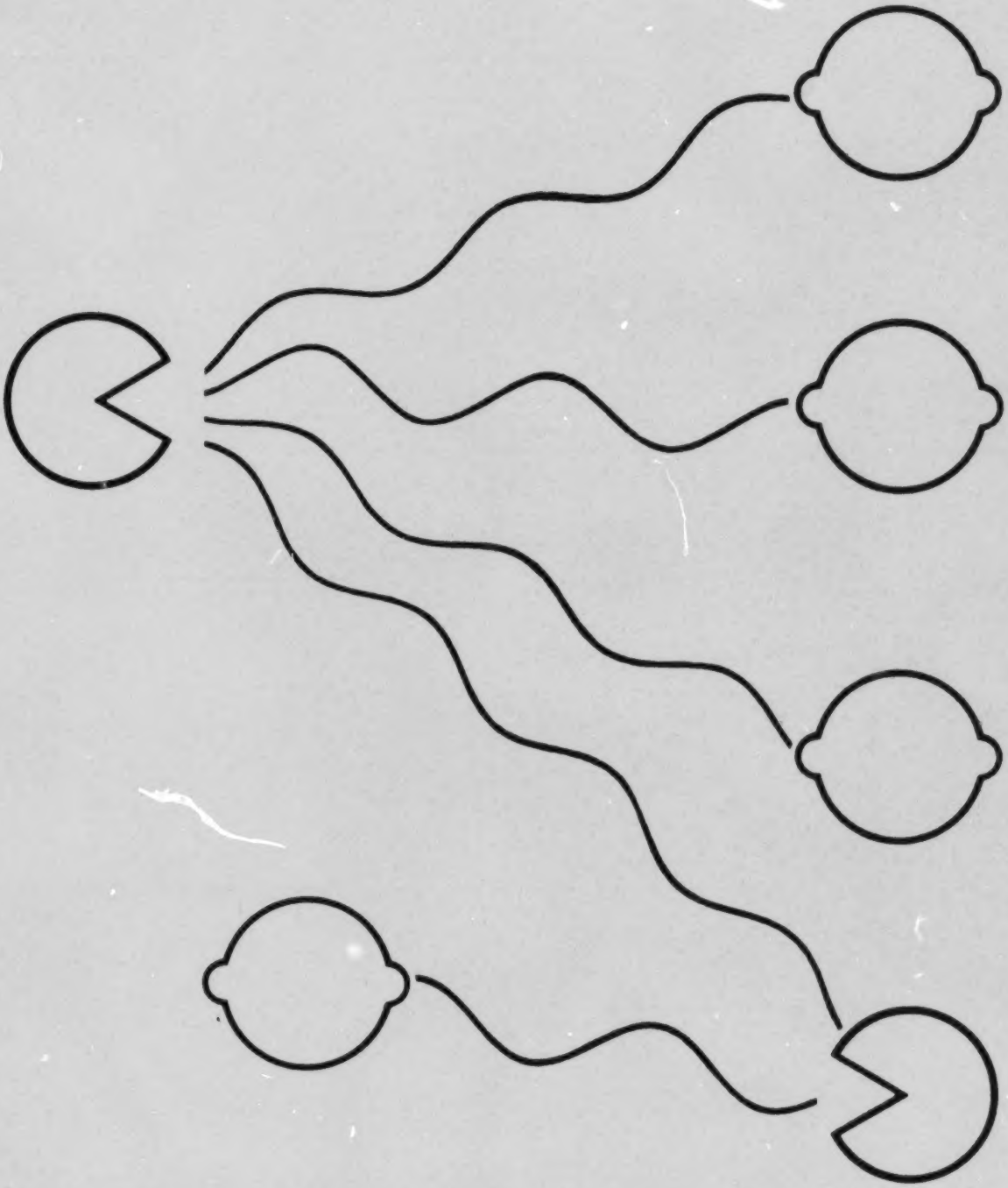
[1] Mager Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.



ORAL COMMUNICATION

ORAL COMMUNICATION

Introduction

General Communication Skills

Language arts--listening, speaking, reading, and writing--are the skills necessary for communication and the tools by which knowledge is acquired. Through these communication skills the learner will secure information, establish and maintain contact with his friends and with adults, and learn about the world in which he lives. Equally important, the development of these effective communication skills will make a valuable contribution to the child's feelings of poise, assurance, and self-confidence and to his ability to relate to others.

The intellectually limited child develops language skills in essentially the same manner and sequence as does the child with normal learning ability. However, because of his slower rate of maturation he develops these skills more slowly than the more able child. Oral expression precedes written expression; therefore his skill in language or communication develops in the following sequence: listening, speaking, reading, and writing. For the intellectually limited child, the primary avenues of learning will probably be those associated with oral communication, since he is not likely ever to become as proficient in reading and writing as he will be in listening and speaking.

Oral Communication Skills

Because the intellectually limited child often has problems related to oral communication, he should be started in the earliest stages of school training to listen purposefully and speak effectively. He is often handicapped in many ways in the development of his listening and speaking skills. He is usually more limited in his vocabulary development than more able children and demonstrates a greater tendency to speak in short or incomplete sentences. He is often unprepared to give the attention necessary for learning by listening. He generally has had fewer experiences to build upon, and therefore is unable to use, understand, and assimilate listening as well as the more able child.

The development of listening and speaking skills must be developed through a carefully planned instructional program. This program should not be confined to a separate period or subject area but should be a part of all the school experiences. Therefore, in order to help the intellectually limited child gain the necessary skill, poise, and confidence to meet listening and speaking situations, it is necessary to provide many meaningful experiences within the school similar to those that confront him in daily life.

ORAL COMMUNICATION

Objective I: The student will develop effective listening skills.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will identify and use the rules of courteous listening.	Predetermine, from observation and the children's oral contributions, what the students know about good listening manners. Evolve from the students' contributions some statements of the listening manners they know. E.g.: Do not interrupt the speaker. Look at the speaker. Develop a check list with the class which includes the behavior that are essential for good listening manners. This check list can be used over an extended period of time to evaluate the listening manners of each student.	Sample check list in Addendum
2. The student will retain information acquired through the application of listening skills.	In order to have students become courteous, responsive, accurate, and critical listeners, the following skills should be developed: Listening to discriminate Listening for enjoyment Listening for information Listening for directions Listening for conversation Listening to evaluate Refer students with apparent auditory decoding problems to the speech clinician to work out a cooperative program designed specifically to meet the needs of those students.	D.L.M. tapes 4th grade Science Unit on Sound Peabody Kit Level II

Objective II: The student will demonstrate acceptable expressive language skills.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will speak clearly, using appropriate volume, voice inflection, and expression.	Tape some free, spontaneous conversations during play periods where shouting, whispering, and mumbling are being used. Have students evaluate the proper volume for expression in such situations. Using the language master and a teacher-made program, have the students identify the proper enunciation of words and sentences. Provide activities to develop correct speaking habits. E.g.: Use choral speaking, sing action songs, report current events, buy tickets for activities, ask for a book at the library. NOTE: Refer any student with apparent speech defects to the speech clinician for evaluation and remediation.	
2. The student will speak in complete sentences.	Conduct a question and answer period where the students will note if responses are of one word, a phrase, or a sentence. Emphasize that a sentence is used to express ideas fully and to insure that one is being correctly understood. Project a picture on the screen to have students tell in sentences what is being shown. Using a class vocabulary list encountered in daily situations, have the students use the words in oral sentences.	

Objective II: The student will demonstrate acceptable expressive language skills.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Using information learned in subject matter areas, have students compose riddles using a series of sentences.	
3. The student will use standard grammar.	Instruct students in the proper use of plural noun and verb forms. E.g.: Show a picture of a noun, such as a tree. Students will orally list verbs which might logically be applied to that noun, such as falls, shakes, sways.	
	Develop activities in which the students identify proper speech patterns, using taped conversations, teacher-child dialogue, or child-child dialogue.	
	Play games in which the answer requires the correct grammatical response.	
	To reinforce these classroom activities, have the children listen to appropriate educational TV programs which invite participation in oral communication, and relate the concepts they have learned.	
	Using real-life situations, try to establish speech patterns which are appropriate to the situations and provide opportunities for practice each day. E.G.: greeting visitors coming into the classroom, greeting friends and classmates, visiting a restaurant to order a meal.	

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resou
4. The student will use language appropriate to the situation.	Have students recall situations where oral language is used and classify them as formal and informal. E.g. Highly informal language and slang may be used at a ball game, whereas more conservative language may be used in the classroom. Evaluate the conversations heard in the cafeteria. Set up standards for oral communication that may serve as guide lines for appropriate at lunch time. Use vocabulary-building exercises to enrich the students' oral vocabulary so that they will be able to express themselves in a more meaningful way. Tape different types of telephone conversations. Have students identify proper language usage and suggest ways to improve the conversation. List with students the skills necessary for successfull interaction during daily routine and recreational activities.	

Objective III: The student will reach his highest level of cognition.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will retain facts.		
a. He will list facts.	Have the students orally list details of a picture shown to the class.	
	Use the opaque projector to flash a picture on the screen. Have the students orally list as many details as possible from the picture.	The Slow Learning Program In The Elementary and Secondary Schools, Cincinnati Public Schools
	Have students orally list details of class activities such as field trips, stories read to the students, movies, film strips.	
b. He will sequence facts.	Have students list categories in various sequences; e.g.: numerical order, size, importance, alphabetical order.	A Guide To The Role of The Reading Teacher. Elementary and Secondary, Baltimore County Public Schools
	Teach songs and poems to the students that emphasize sequence; e.g.: "I Know An Old Lady Who Swallowed a Fly," "Old Macdonald Had a Farm".	
	Have students rearrange a series of events using dates or time words; e.g.: before, after; now, later; morning, noon, afternoon, evening, night.	
	Have students arrange pictures in correct order and tell the story depicted by the pictures.	

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Elicit from students the steps in a known experience; e.g.: playing a game, daily schedule.	
	Have the students orally sequence facts from a story read to them.	
c. He will follow directions.	Ask the students to carry out one-step oral directions. Follow with oral directions of more than one step; e.g.: fire drill route, playground rules.	
	Record specific directions on tape and have the students follow these directions.	
	Give verbal directions for making a particular object; e.g.: hand puppets, pin cushions. Evaluate each student's performance in following directions.	The Wisconsin Curriculum Guide For Special Education
	Tape directions for a simple recipe and have students follow these directions.	
	Provide ongoing experiences for following directions throughout the year.	
d. He will identify the main idea.	Have students select from a group of pictures the one that best illustrates a story which has been read to them.	
	Read a story to the class and have the students select from a list the best statement of the main thought of that selection.	
	Have the students select an appropriate title for pictures, experience charts, stories, etc.	

Objective III: The student will reach his highest level of cognition.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Record paragraphs and short stories on tape and have the students tell the main idea.	
2. The student will apply logic to what he hears.		
a. He will make inferences and draw conclusions.	Read stories, play tapes, or show films that show a variety of behaviors. Have the students determine acceptable or unacceptable traits.	
	Read short paragraphs describing an event. Have the students answer related inferential questions.	
	Have the students orally list all the things that helped to cause a particular event.	
	Read the beginning of a story aloud. Show the students a group of pictures and have them identify the picture that tells how the story will end.	
	Read the beginning of a story to the students. Have students tell how they think the story will end.	
	Have the students analyze idioms. E.g.: "Straight from the horse's mouth." "My, how time flies." "It's raining cats and dogs."	
	Using a picture of a seasonal scent, ask the students to tell in which month or months the picture was taken. Have them support their answers.	

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resour
b. He will transfer information learned to other situations.	Simulate emergency situations in which students will have to give name, date of birth, name of parents, telephone number, and address. Set up a variety of situations in which students must transfer concepts learned in the classroom to real-life situations. E.g., Encourage students to listen to weather forecasts at home and determine appropriate dress. Observe the daily behavior of students in and out of classroom to determine if the cognitive skills they learned in the classroom are being used in daily activities.	

ORAL COMMUNICATION

Objective IV: The student will communicate orally in a variety of life situations.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will identify appropriate ways to express his thoughts and feelings.	Develop evaluative activities using material in Social Competencies, Objective II. Discuss results with each student.	Refer to activities in Social Competencies. Objective II.
2. The student will communicate information in various kinds of experiences.		
a. He will participate in social conversation.	Using available media, simulate situations in which students have the opportunity to practice various introductions in the home, school, and community. Select a classroom host and hostess each week to greet visitors to the classroom. Permit some classroom time in which students converse freely with one another. Develop with the students a list of possible conversational topics to be used when talking to friends, family, visitors, etc. Have students practice conversational techniques with other students in a variety of situations; e.g.: in the home, expressing verbal regrets, conversing on the telephone.	

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Evaluate student's formal and informal conversations. Suggestions for improvement may be made in conferences.	
b. He will be able to take and relay information.	Have students listen to news, weather, and special announcements on radio or television for specific information and report it to the class.	
	Create situations in which it is necessary for the student to take messages and relay information. E.g.: messages from a guest at the classroom door; public address messages; messages between home and school or school and someone in the community; telephone messages.	
	Develop lessons in which students will practice giving verbal directions to a classmates. Have classmates attempt to follow directions; e.g., playing a game.	Refer to Motility I 2b.
	Provide opportunities for students to orally report on books read, television programs seen, places visited, projects completed, etc.	
	Have student gather and learn to give personal information in emergency situations; e.g., name, date of birth, name of parents, telephone number, address.	
c. He will seek information in a variety of situations.	Using a telephone kit, have the students simulate situations to obtain information; e.g.: bus schedule, price information, ordering food, telephone information.	Obtain a telephone kit from the Special Education Office.

Objective IV: The student will communicate orally in a variety of life situations.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Dramatize situations where the students will obtain information from community workers. E.G.: asking questions in the library, buying merchandise in a store, ordering from a menu in a restaurant.	
	Simulate emergency situations where the student will have to decide what number to call for assistance from police, fire, ambulance, of a neighbor.	

Addendum

Sample Check List: Courteous Listening[1]

	Usually	Sometimes	Seldom
Did I listen to the speaker?			
Did I show respect for the speaker?			
Did I sit quietly?			
Did I listen without interrupting?			
1			

[1] Additional skills to be added where applicable.

Addendum Teacher Rating Chart for Listening and Speaking Skills - Page 2

Listening for Conversation

	S	A	N
Refrains from interrupting others.			
Uses knowledge to contribute to group conversations.			
Engages in polite conversation.			
Role-plays telephone conversations, introductions, and meal-time conversation.			
Uses the telephone successfully			
Makes introductions of visitors to a group.			
Participates in conversations in a cafeteria.			

Listening to Evaluate

	S	A	N
Makes realistic judgements about high-pressure advertisements.			
Tells the feelings and emotions of characters in a story or in real life.			
Distinguishes between relevant and irrelevant ideas in an oral selection.			
Retells a story in sequence.			
Determines those statements that are factual and those that are fanciful.			

S - Successful
A - Average - needs some improvement
N - Needs improvement and remediation

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Addendum

Teacher Rating Chart for Listening and Speaking Skills

	S	A	N
Listening to Discriminate			
Detects the source and direction of sounds.			
Identifies classmate's voices.			
Identifies sounds of different tonal quality.			
Identifies sounds of danger in the environment; e.g., weather, traffic.			
Differentiates between facts that are true and those that are not.			
Draws well thought-out conclusions.			
Determines facts that are pertinent to getting the main idea of a selection.			
Listening for Enjoyment			
Seeks out audio media.			
Illustrates the mood of music through body movement			
Indicates rhythm of poem and music by tapping, swaying or any other appropriate means.			
Discusses his own feelings.			
Frequently requests the same selection.			
Shares experiences gained from listening activities.			
Listening to Directions			
Follows directions in carrying out classroom activities			
Responds to established sound signals in the school			
Follows a sequence of directions.			
Arrives at a designated location by following oral directions.			
Listening for Information			
Uses information gained from announcements over PA system.			
Wears clothes in accord with weather prediction.			
Repeats an oral message.			
Tells to others information he has learned through listening.			
Recalls information learned through an experience.			

WRITTEN COMMUNICATION

Introduction

Communication should be the heart of the special education program and the basis of its strength. Written communication must be a part of the intellectually limited student's life; if he is to succeed he must communicate.

The components of written communication are reading, writing, and computational skills. In this guide, they are considered in the following ways: identification of symbols, reproduction of symbols and comprehension skills.

In the elementary program, skills are taught in a developmental program. Evaluation of student usage in a variety of practical settings is essential to the program.

It is not the purpose of this guide to describe total programs within the area of written communication. Rather the guide presents program objectives which describe behaviors that can be measured to determine what the students have learned.

In order to assess how the student can use written communication, the teacher should first diagnose the level of competency of the student using teacher-made tests, standardized tests, informal inventories, and observation. The reading teacher and/or the assistant principal can assist in this evaluation. Teacher observation should include:

Body Coordination

Are his body movements coordinated?
Can he use scissors, pencils, and crayons successfully?
Does he use one hand consistently?

Visual Development

Does he indicate an eye condition that might cause discomfort or a handicap in reading?
Can he see likenesses and differences among figures, words, and objects?

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Auditory Development

Can he hear likenesses and differences among different kinds of words and phrases?
Can he control his attention span when listening?

Oral Speech Patterns

Does he exhibit immature speech patterns?
Does he have difficulty in pronouncing simple sounds?
Does he show any problems such as stuttering?

Social and Emotional Adjustment

Does he become nervous or withdrawn when reading?
Does he easily give up on a task?
Does he follow directions imeediately?
Does he stick with a task?
Can he accept changes in the classroom?
Can he work with other students?

Mental Development

Does he appear to have a good memory?
Can he relate the events of a simple story?
Does he attempt to solve simple problems in his everyday school life?
Does he indicate creative abilities, such as drawing or illustrating an idea or concept?

Interests and Attitudes Background

Does he show an interest in reading?
Is there evidence that he has had opportunities to visit places and see things with his family?
Does he like to have stories read to him?
Does he respond to pictures and displays?
Does he readily talk with enthusiasm about experiences he has in his everyday life?

Language Development

Is his pronunciation clear and correct?
Does he use a variety of words in his general conversation?
Does he use words that he has read in his developmental reading program?
Can he retell a story in his own words?

Reading

The student should use a variety of approaches to developmental reading, depending on the needs of the individual student.

The Basal Reader Appraoch

All elementary schools in Baltimore County are well supplied with several series of basal readers. These materials are designed to provide sequential programs of reading instructions in such skills as word recognition, vocabulary, and comprehension. Since they are not designed for the intellectually limited child, the activities suggested in the manuals must be adjusted to the needs of the students. The rate of introduction of new concepts and skills must be adjusted to comply with individual differences. The special class teacher should peruse the series in her school to determine what materials could be used with certain individuals in her class.

The Linguistic Approach

This approach is concerned with the structure of language and how symbol-sound relationships can be established. The Charles E.Merrill program is being used in schools in Baltimore County in the regular elementary program. The special class teacher should become acquainted with this through the assistant principal of the school, in order to ascertain if this program could be used with certain individuals in the class.

The Language-Experience Approach

All areas of the language arts are used in the initial stage of this approach. Listening and speaking are emphasized in the early stages and reading and writing are later added to form a total language development program. Student experiences are used as content material through which the reading skills are developed. This approach can be used with all content areas. Descriptive manuals are available in each elementary school.

V-A-K-T Fernald Method

This technique has been used with children and adults who have been unable to read because of a lack of training in developmental skills or can not relate to other methodology. Basically, the student traces words to be learned using visual, auditory, kinesthetic, and tactual modalities. This approach is described in the book Remedial Techniques in Basic School Subjects by Grace M.Fernald.

It is hoped that the teacher will become acquainted with all available reading instruction techniques, evaluate student needs, and design a reading program for each student.

Handwriting

Since the goal of the program is to prepare the student for successful living, legibility of handwriting should be a goal in the elementary program. The manual for the Zaner Bloser Method is available in each elementary school. The teacher should take into consideration the student's coordination skills and development, handedness, etc., prior to developing the program for each student.

Spelling

Individual needs of student will determine the spelling program for each child. Some students will benefit from a modified program, using graded spelling books. Others will benefit from instruction based on the words used in their language arts program. (Dolch List) Some students will be unable to relate to a structured spelling program, but they will need to recognize words for survival in their everyday living.

Mathematics Program

The Office of Special Education has developed the guide Developmental Elementary Mathematics, which is available to the teacher for the sequential presentation of basic computational skills.

These computational skills must be used by the student in real-life situations in his future career. Therefore, the teacher should provide every opportunity for the student to:

1. work "thought" problems without seeing the written computation
2. relate basic mathematical concepts to real-life situations
3. successfully use measurement (linear, liquid, dry)
4. tell time by reading a clock and apply his knowledge to getting to a place on time
5. identify and use coins and paper money.

Evaluation of the student's abilities to use and comprehend written communication should be done in the content areas as well as in the structural developmental program. It is suggested that the teacher evaluate and record the student's achievement using the Steps to the Goal. Remedial techniques should be used when indicated.

WRITTEN COMMUNICATION

Objective I: The student will recognize and reproduce the symbols of written communication.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will recognize and write simple to complex symbols of written language.	NOTE: The students should be instructed in reading approaches and activities that will enable them to achieve success. Determine the way in which each student can best learn and develop an appropriate program to meet his individual needs.	
	Language Experience Approach	Allen, Van Roach Allen, Cearyce, Introduction to a Language Experience Program, Chicago, Ill. Encyclopaedia Britannica Press, 1966
	Developmental Approach	Basal Readers
	V.A.K.T.	Bush, W., Giles, M., Aids to Psycholinguistic Teaching
	Linguistic Approach	Merrill Linguistic Readers - Charles E.Merrill Publishers
	Phonetic Approach	

WRITTEN COMMUNICATION

Objective I: The student will recognize and reproduce the symbols of written communication.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials

Goals for using written communication should include:

- Skill development
- Functional usage
- Reading for enjoyment

Language Arts Skills include:

The Laidlaw Language Experience Program

Words:
- Word attack skills
- Spelling

Sentences:
- Name words
- Action words
- Descriptive words
- Punctuation
- Capitalization

New Directions in English, Teachers Edition, Harper & Row Publishers

Paragraphs:
- Indentation
- Punctuation
- Capitalization
- Content

Our Language Today, American Book Co.

Functional Usage:
- Dictionary
- Parts of a book
- Encyclopedia
- Use of the library

The teaching of language art skills should be an on-going program that is woven into all activities in the school day. Time should be allotted for teaching

Objective I: The student will recognize and reproduce the symbols of written communication.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	skills prior to their functional use and for reinforcement.	
	Use the Zaner Bloser method's manual for the transition from manuscript to cursive writing, as advocated by the Board of Education of Baltimore County. Note: Every written lesson should be a writing lesson, but time should be spent in intensive training of correct letter formation.	Freeman, Frank, Reference Manual for Teachers, Zaner Bloser Co., Columbus, Chio Ideal Alphabet Practice Cards, Ideal Groovy Letters
	If a student has perceptual-motor problems, use a walking board and other equipment to aid him in the development of balance. This will also contribute to the learning of laterality and directionality.	Kephart, The Slow Learner in the Classroom
	If a student lacks gross and fine motor coordination use the chalkboard training techniques advocated by Kephart.	
2. The student will recognize and write simple to complex symbols in mathematics.	The development of mathematical concepts should also include functional use. The teacher will follow the sequence of concept development found in Developmental Elementary Mathematics. Functional use will be described in Objectives II and III.	Developmental Elementary Mathematics - Special Education Series

Objective II: The student will reach his highest level of cognition.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will retain facts he reads.		Note: The selected resources mentioned below can be used throughout this objective.
a. He will list facts.	Present a picture to the class. Have students select from a prepared list of written facts those facts pertaining to the picture.	Getting the Facts, Barnell Loft, Ltd.
	Prepare a short passage and encircle the most important facts. Have the students read the passage and list as many encircled facts as possible from memory. Story facts might be put on sentence strips.	
	Use a series of pictures, one or two of which represent the details of a paragraph. Have the students read the paragraph and select the correct pictures.	
	Write a short description of a picture on the board. Have the students read the descriptions and illustrate what the description tells.	Spice Educational Services, Inc.
	Have the students read a paragraph and answer a series of true-false questions which support details from the paragraph.	
	Present a written math problem to the class and have the students list the known facts of the problem.	
	Have the students read a paragraph and list the details in their own words.	

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
b. He will sequence facts.	Have the students arrange numbers in numerical order.	
	Have the students arrange words in alphabetical order (spelling words, vocabulary words, etc.).	
	Present a math problem and have the students sequence the facts in preparation for the mathematical operation.	
	Scramble the words in a sentence and have the students put the words in correct sequence.	Listening, Reading, Talking and Writing, Laidlaw Brothers.
	Cut a paragraph apart and have the students put the sentences together in sequence.	Locating and Correcting Reading Difficulties, Merrill Publishing Co.
	Have each student number sentences in the sequential order in which they occur in a paragraph.	A Guide to the Role of the Reading Teacher, Board of Education of Baltimore County
	Present scrambled events of a teacher-made story to the students and have them arrange the events in logical order.	
	Read a story to the class. Give the students a list of scrambled facts from the story and have them arrange the facts in correct order.	

Objective II: The student will reach the highest level of cognition.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
c. He will follow directions.	Ask the students to carry out one-step written directions. Follow this with written directions of two steps or more.	
	Have students (silently) read directions requiring specific actions and act them out.	
	Give students types of exercises that call for specific directions. E.g.: Color the big ball blue; the small ball red,	
	Have the students follow a simple written recipe.	
	Create situations in which students must be aware of the written directions on a page of math problems; e.g.: a page of problems with no operational signs, but with written directions at the top .	
d. He will identify the main idea.	Have the students categorize words that go together; e.g.: car, bus, train, house.	
	Have the students choose an appropriate title for an experience story.	Read, Study, Think, American Education Publishers
	Present a math problem and have the students decide exactly what they want to find.	Getting the Main Idea, Barnell Loft, Ltd.
	Write a short story that describes an object. Have the students read the story and decide what the object is.	

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	After reading a short story, have the students select from a group of pictures the one picture that best illustrates the main idea of the story. Duplicate several possible main ideas in preparation for a selected reading. Go over these ideas before the reading; then following the reading have the students select the correct main idea.	
2. The student will apply logic to what he reads.		
a. He will make inferences and draw conclusions.	Read part of a story to the students. Show some pictures and have them identify the picture that tells how the story might end.	Drawing Conclusions, Barnell Loft, Ltd.
	Develop activities in which the students ascertain similarities and differences between words and between phrases.	Using the Context Barnell Loft, Ltd.
	Select stories to read to the students that contain ideas from which inferences may be drawn. E.g.: A character has spent a long time making a birthday gift for his brother. What are probably his feelings toward his brother. Have students read several short stories and select a title that would fit all the stories. Have them show by comparison that the ideas in the stories are similar.	

Objective II: The student will reach the highest level of cognition.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Present a math problem and have students decide what mathematical operation is to be performed in the problem.	
	Develop math lessons in which students can draw conclusions as to what math processes should be used to obtain an answer; e.g., how much change would be received from a purchase.	Using Dollars and Sense, Fearon Publishers.
b. He will transfer information to other situations.	Evaluate the student's ability to transfer mathematical concepts into real life situations: e.g., using addition to find total cost of two or more items.	
	Observe students' behaviors throughout the school year to determine if there is carry-over from classroom instruction in written communication.	

Objective III: The student will use functional symbols, words, sentences, and paragraphs.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will read and use printed materials necessary for successful living.	Have the students carry out one-step written directions. Follow these with directions of more than one step. E.g.: safety signs, care labels on clothes, directions on boxes, etc. Provide activities where the student must use alphabetical sequencing to seek information from such refences as telephone directory, dictionaries, encyclopedias, catalogues. Use newspapers and magazines to seek information; e.g., TV schedule, weather reports, food sales, recreational activities. Give written directions for making a particular object; e.g., hand puppets, mobiles, placemats. Evaluate each student's performance in following directions and using measurement. Have the students use a simple recipe or menu. Evaluate each student's performance in following directions and using measurement. Using newspapers, magazines, and catalogues, have the students compute the total cost of selected items. Simulate a situation in which students have a designated amount of money to spend on certain items; e.g., buying an outfit of clothes without going over a budgeted amount.	

Objective III: The student will use functional symbols, words, sentences, and paragraphs.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Provide activities in which students have the opportunity to spend money; e.g., buying food for a cooking project. Provide activities in which it is necessary for students to note the times a task was begun and completed; e.g., signing in and out of the classroom. Relate these activities to the students' daily schedule. Using a bus schedule, have students look up arrival times for bus stops in the community. Enlarge these activities to evaluate students' abilities to use bus schedules independently. Continue to evaluate the student's ability to read and use printed information necessary in his everyday life.	
2. The student will use appropriate written forms to fit his needs.	Have the students bring samples of various forms to class - - friendly letters, simple information forms, addressed envelopes, invitations, simple applications, order forms for paperback book clubs, forms for simple purchases or lunch slips, etc. Identify parts of formats and have students use them appropriately. After instruction evaluate how the students: correctly fill in blanks identify key words of forms use abbreviations use proper size and type (cursive or manuscript) writing	Addendum

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Using functional situations, develop with the class samples of the various forms; e.g.: thank you notes to another class, completion of forms for recreation center.	
3. The student will express his thoughts and ideas in group and independent writing.		
a. He will contribute to a written activity done by a group os students.	Demonstrate to the class how to group and arrange ideas by composing a class story. Supply the main idea and have students contribute ideas to be grouped and arranged in a chart story form.	Imagine and Write, American Education Publishers
	Have students compose as a group friendly letters or poems about a meaningful experience.	
b. He will write independently.	Provide opportunities for the students to write titles for poems, stories, songs, scrapbooks, drawings, paintings.	
	Have the students write a simple sentence or question in response to an experience, such as a field trip, a unit activity, or a guest speaker, or as a caption for a cartoon.	
	Present questions to the students for which they must write an appropriate answer.	Story Starters, Ginn
	Have the students keep a personal diary.	

WRITTEN COMMUNICATION

Objective III: The student will use functional symbols, words, sentences, and paragraphs.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Provide numerous opportunities for each student to write about his experiences and interests - - hobbies, sports, TV shows, trips etc. These can be in the form of stories, compositions, and poems. Evaluate how each student can put his thoughts in writing, choosing the proper form to fit the situation.	

Addendum

Sample Forms

Identification Card

Name _____

Address _____

City _____

Phone _____

Sex	Age	Weight	Height	Hair	Eyes

Membership Card

_____
Name
Belongs to the Good Spellers Club at

_____
School

Signed _____

Application for Library Card

Name _____

Address _____

School _____

Age _____ Phone _____

Have you checked books out before?

Yes _____ No _____

974.9 #111

Lord
On the banks of Delaware

Date	Issued to

MOTILITY

Introduction

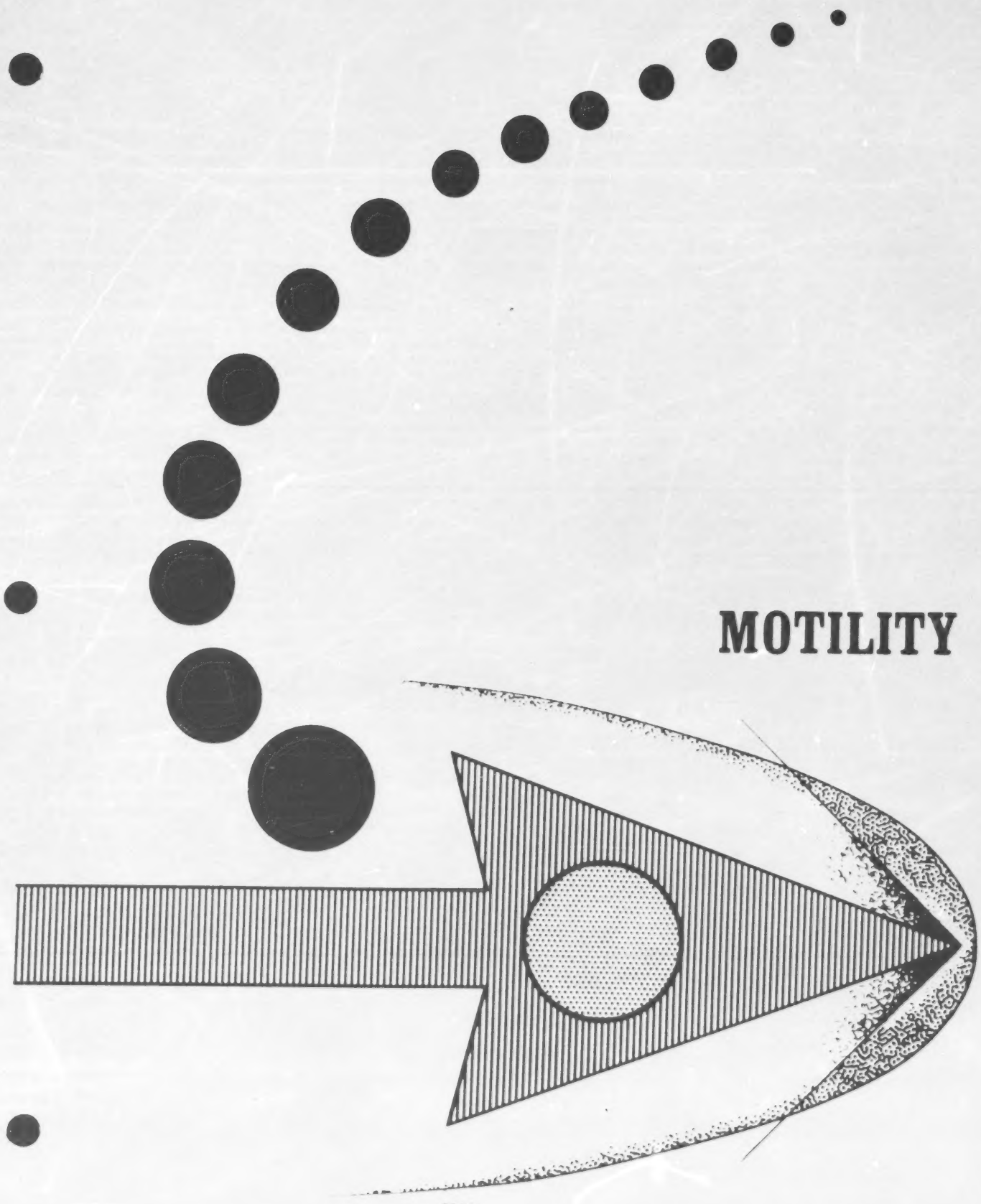
Motility, as used in this context, indicates a person's desire and ability to move. The intellectually limited student, as well as the student with normal learning ability, achieves motility through the following sequential steps: readiness to move, training in movement, application of training, and practical experiences involving traveling.

Motility training is best developed as part of the student's total learning experience. Through various stages and steps, the student will acquire those skills necessary for travel in the school, in the community, and into the expanding world.

The suggested activities in the following section may vary according to the ability of the students to follow the sequential steps necessary for travel. The teacher cannot assume that because the student reaches the destination, he knows the basic concepts of motility that he will need in daily life.

The teacher must constantly update the resource materials because of the changing community scene - - new recreational areas, additional shopping centers, new roads. Motility training star in the school setting and is then expanded into the community.

MOTILITY



MOTILITY

Objective I: The student will move independently to the school and within the school

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will travel independently to his school and will accurately describe the route taken.	Have each student describe how he arrives at school: means of transportation local bus stop time schedule landmarks along the route	
	Construct a large map with the school as focal point, identify communities served by the school, so that the students can trace the routes they travel to school.	Map Skill Project, Book I, II, Scholastic
	On a simplified map of the community or area, have students identify the following: their homes landmarks on the way to school routes followed by the students.	Map of the community obtained from local bank, real estate agency, service club, fire dept., etc.
	Have student describe how he came to school, identifying the following: streets and roads numbering system of houses names of landmarks safety signs along the route approximate time of travel directionality.	
2. The student will independently travel in the school.		

MOTILITY

Objective I: The student will move independently to the school and within the school.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
a. He will reach his classroom.	Have each student describe how he walked to the classroom: path followed to entrance of building procedure to enter the building landmarks along the way to classroom. Take students on a walking tour to see the route to be followed to reach his homeroom from various locations in the school. Develop with the students a sight vocabulary list of words necessary for independent movement in the school. Provide the class with a laminated map of the school. Have the students locate the entrance to the school and their homeroom, identifying landmarks along the way so they can mark on the map the route(s)followed to the classroom. Develop activities in which each student demonstrates that he can reach his classroom from various locations in the school.	
b. He will reach rooms and areas in his daily schedule.	Take students on a tour around the school, pointing out areas necessary to find in their daily schedule. Provide an enlarged (i.e., 8½"x11") unlabeled school map for each student and have him locate the following:	

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Landmarks (exits, fire extinguishers, etc.) Lockers Cafeteria Special Subject areas Lavatories Discuss with the students the routes the class will follow to reach certain destinations on the class schedule. Have students follow these routes, in a group and independently. Continue to develop the sight vocabulary list for the students' notebooks. Set up situations in which students deliver messages to particular areas, first with a buddy, then alone. Discuss with the students the shortest route to reach each area in their daily schedule. Have students follow these routes, in a group and independently. Discuss with the students alternate routes which can be used to reach each area. Have students follow these routes in a group and independently. Have students give oral and written directions to and from particular rooms or areas in their daily schedule.	
c. He will reach areas outside his daily schedule.	Have the children walk through the building to acquaint them with the way the rooms are numbered in the building.	

Objective I: The student will move independently to the school and within the school.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	On the previously made maps, designate these: rooms outside the daily schedule numbers on doors of classrooms landmarks administrative offices guidance office health suite media center faculty room custodian's room, etc.	
	Record on tape directions for a student to go to two locations without returning to the classroom, first with a buddy and then alone.	
	Have the students tape directions to one or more locations for another student to follow.	
	Compile a card file with written directions to various locations in the school for the students to follow.	
	Have the students make a checklist to record their ability to travel around and reach special places.	
3. The student will follow established safety routines inside and outside the school.	Show the class a film to illustrate safety skills needed in walking to school and bicycling to school.	Safety on the Way to School, Coronet Bicycle Safety, Coronet
	Invite the bus driver to talk to the class about the need for safety rules.	
	Allow the students to role play situations to compare good and bad bus manners.	

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Have the class tour the school building and compile a list of possible safety hazards and what could be done to eliminate them.	
	Discuss with the class ways to make living together in the classroom safer, more comfortable, and friendlier.	
	Practice procedures to follow in a fire drill, including alternate routes to follow to leave the building.	
	Use a filmstrip with the class to depict acceptable safe behavior in the corridors.	FS First Film on Finding Your Way to School Safety, 1732
	Develop with the class a chart of these behaviors.	
	Have the students make posters to illustrate safety procedures to be displayed around the school.	
	As a culminating project, have students complete a class booklet or individual booklets containing all the information needed to independently and safely move throughout the school.	

MOTILITY

Objective II: The student will locate specific areas in his neighborhood and community.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will locate specific areas in his neighborhood		
a. He will locate known landmarks, symbols, and roads on a map.	Develop lessons in which students name and describe known landmarks in their neighborhoods. Assist them in locating these on a map. Reinforce previously learned map skills. Have students share news items and pictures about known locations in their communities. These pictures can be used on a large picture map that can be added to as new landmarks are identified. Have each student develop a notebook about his neighborhood, containing newly learned information and vocabulary. Plan lessons so that the students will be able to state and then write their total address and phone number. This can be put on an identification card for them to carry with them.	Which Way, Rand McNally & Co. Map Skill Project Book, Book I & II, Scholastic Magazine
b. He will accurately describe how to locate special areas in his neighborhood.	Provide a variety of activities in which the students describe how to reach areas previously identified. Assist the students with determining the shortest route to each area. Activities may include simulated telephone conversations, map talks, role playing of giving directions to a stranger, etc.	Telephone Kit, available from the office of Special Education

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Relate to the school neighborhood all concepts and skills taught about the students' neighborhoods. Take trips to reinforce these concepts and skills.	
2. The student will locate specific areas in the community.		
a. He will identify known landmarks, symbols, streets on a map.	Use an overhead projector to show students pictures of areas in the community.	
	Continue to compile a sight vocabulary list for the student's individual notebook, containing names of streets and landmarks of the community.	
	Make a bulletin board display with pictures of landmarks and streets in the school community.	
	As a language lesson have the children write and present to the class individual stories of a recent visit to a community resource.	
	Through discussions and practice exercises have the students review signs, symbols, and directions used on a map. Reenforce previously taught map skills such as: nearer, farther right, left north, south, east, west across, between, around, over, under, around, etc.	Maps; Show The Earth A.J.Nystrom & Co.

Objective II: The student will locate specific areas in his neighborhood and community.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Have students locate familiar landmarks, symbols, and streets of the school community on a map.	
b. He will identify new locations from familiar landmarks, symbols, and streets using a map.	Develop lessons in which the students learn about the important locations in their communities. Assist the students in locating these on a map which contains familiar locations. Using this map, show the students how all of these locations can be reached using familiar landmarks, symbols, and thoroughfares. Provide opportunities for the students to find new locations on a map from known locations discuss the importance of knowing important places in the community discover the shortest distance to a location identify names and symbols important to the community plan trips into the community.	
c. He will describe how to reach specific areas in the community.	Plan field trips into the community to see a variety of community resources. Include the following: 1. The purpose of the trip 2. The destination 3. The routes to be taken 4. Landmarks to reach destination 5. Appropriate behavior (including safety procedures) 6. Procedures to follow for taking a trip.	

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materia

When the students return, have them discuss the following:

- How well purpose was fulfilled
- The means of transportation
- The route taken
- The distance traveled
- The time it took to travel.

Evaluate the trip with the students by using an evaluation form which includes the items in the previous activity.

As a culminating activity have the students list the facilities available in the community and how to reach them. This information can be used in a directory for each individual.

Objective III: The student will describe how he has traveled throughout his expanded community.*

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will participate in planning a supervised trip to the expanded community.	Expand the students' knowledge of the larger community as the need arises. This can be started with a survey to find what knowledge the students have of the world beyond the local community. Plan field trips into Baltimore County, Baltimore City, and other areas as they are needed in learning situations. Follow the steps of planning and evaluation described in IIc. Evaluate each student's knowledge of the following concepts and skills: • identification and use of transportation facilities • importance of making plans before going on a trip • computation of cost • concepts of time and distance • advantages of courteous behavior and following safety measures • map reading.	
2. The student will take a trip into expanded community with a group and will explain how he traveled and what he saw.	Use field trips to bring first-hand information about the expanded community to the student. Consult with the principal to determine school policies and procedures for field trips. Evaluate the trip as to: • the success of the planning for the trip • the degree of independence in travel exhibited by the students	

* The expanded community is the area beyond the student's community and the school community.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	• the ability of the students to describe what they saw and to relate this to the larger concepts being learned in the classroom • the desire of the students to travel to new locations beyond their communities.	
3. The student will describe where and how he has traveled through his state and nation.	Use students' recall of previously taken trips to enhance a variety of learning situations. Examples: A visit to Disney World - use of leisure time; Friendship International Airport - transportation facilities; Columbia, Md. - types of housing, etc. Evaluate the students' abilities in the following areas and remediate when necessary: • use of road maps to describe routes taken • reading transportation schedules • identification on maps of places visited • determination of distance traveled and the length of time to reach the destination • increase in ability to estimate the cost of taking an extended trip • expression of desires to see things beyond the local community.	

Addendum

Pupil's Name _____ Teacher's Name _____

TRAVEL QUESTIONNAIRE

Please check or indicate appropriate answer.

Walking

1. Does your child cross streets alone_____; with assistance_____?
2. How far from home does your child walk without assistance_____?
3. Does your child go to his/her school bus stop from home alone_____?

Riding

1. Does your child use skate board_____, roller skates_____, scooter_____; tricycle_____, or two wheeled bicycle_____?
2. If she/he rides a bicycle, does he/she ride it in the street _____, on the sidewalk_____?
3. Does he/she ride on a public bus (other than school bus)?_____ If so, how many times_____?
4. What means of transportation has he/she used_____?
5. Has he/she traveled by bus alone_____?
   If so, how many times?_____ How far? _____ To what destination or for what purpose?_____
6. Has your child traveled by train?_____ If so, did he/she go alone?_____ How many times?_____ Har far?_____ To what destination or for what purpose?_____

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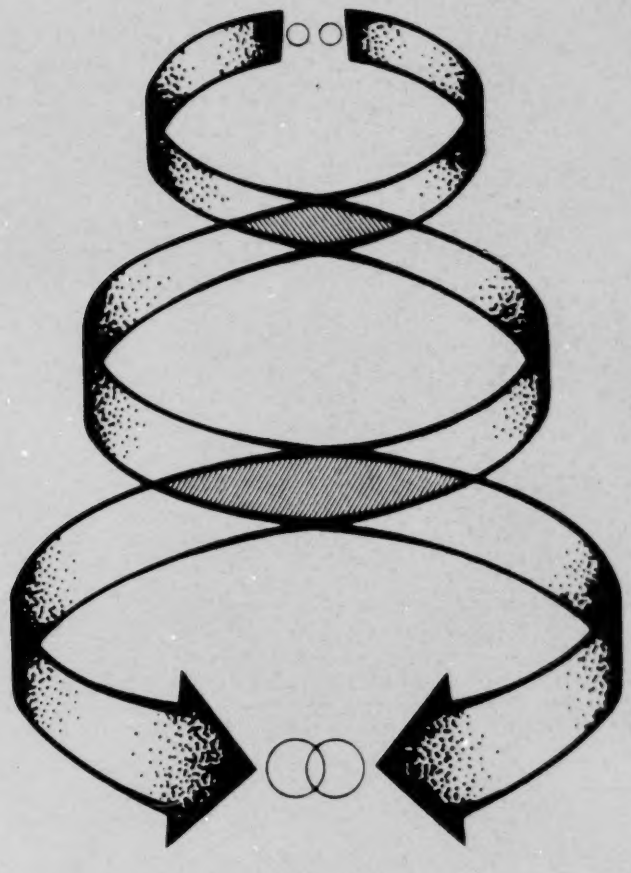
_____
Parent Signature



SOCIAL COMPETENCIES

SOCIAL COMPETENCIES

Introduction

Social adequacy is important for success in life for all individuals; it is most important for the mildly intellectually limited child.

In the development of the material in this section of the Guide these two essential points have been kept in mind:

1. An individual must understand himself before he can evaluate how he should perform in a group.
2. Exposure to life-like group situations will assist the individuals to exhibit acceptable behavior in real life situations.

The behaviors of students should be evaluated and re-evaluated as they progress through school experiences. Therefore, this material should not be emphasized at any specific time, but should be interwoven throughout all the learning activities and social interaction of the students.

SOCIAL COMPETENCIES

Objective I: The student will identify his physical and personal needs and will implement appropriate care for his body needs.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will identify and name the external and internal parts of the body and their functions.	Using material from the previously written guide, have students name the body parts they know. Introduce the parts of the body not known by students. The information should be recorded by the students in their notebooks.	Guide: Special Education Program for Educable Retarded Classes, p. 50
	After the students have identified the main parts of the body, discuss the function of these parts.	Keeping All Systems Go: Skin, Muscle, and Bones, Level 4, Board of Education of Baltimore County (Elementary Science unit)
	Develop activities in which the students will be able to describe in simple terms how the parts and systems of the body work together as a whole. i.e., put together a model of the human body	Keeping All Systems Go: Digestion, Circulation and Respiration, Level5, Board of Education of Baltimore County (Elementary Science unit)
		Film: Good Health Practices Pt. 2 Teeth, Eyes, Ears and Nose - Posture
		Film: You and Your Ears
		Film: See Better - Healthy Eyes

Objective I: The student will identify his physical and personal needs and will implement appropriate care for his body needs.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
2. The student will identify body changes in growth and development.	Observe children and note changes in their physical growth. Construct activities that show differences in growth patterns among the students at this age. Use height and weight charts and clothes size indications. Invite the nurse to speak with the students about body changes and provide opportunity for question-answer periods. Have final year students participate in the Family Life and Human Development Unit.	
3. The student will identify his personal physical needs. a. He will discriminate between good and bad food habits. b. He will demonstrate good habits of self-care and grooming.	Invite appropriate persons such as a nurse, the school physical education teacher, a doctor, to instruct the students on how to maintain proper growth and health. Have the students make a variety of daily menus that will maintain health and growth. Prepare foods that are suitable for proper growth and health. Based on the needs of the students in the class, develop self-evaluational and informational lessons about grooming. Demonstrate various methods of body care, such as for eyes, nose, mouth, hair, nails, and skin. Examples of activities are: Collect toothpaste ads Make toothpaste from baking soda Grow germ cultures from dirt collected from hands.	Film: You and Your Food Film: It's All in Knowing How Dental Health Kits Contact Public Health Department regarding visit by dental student.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Have students make posters illustrating preventive measures against diseases, such as rest, periodic visits to physician, hand washing, etc.	
	Discuss care of clothing. Collect and read labels from clothing to insure their proper care: hand-washing, dry cleaning, etc. Have students practice clothing care skills.	Unit, Care of Clothes, available from Office of Special Education
	Develop lessons where students can practice simple sewing skills: sewing buttons hemming simple stitchery.	
	Set up a self-care and grooming center in a corner of the room. Provide a full-length mirror, sewing box, equipment for care of the hair and nails, shoe polish, etc.	
c. He will identify and demonstrate safety habits necessary for protection of personal health in the school community and home.	Discuss the necessity of good safety habits for survival in life today.	
	Organize the students into groups to survey the school and school grounds to list safety precautions that have been established. Discuss hazards that could occur if these precautions had not been taken.	
	Have students list and illustrate safety rules of the school in their notebooks.	

SOCIAL COMPETENCIES

Objective I: The student will identify his physical and personal needs and will implement appropriate care for his body needs.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Encourage the students to plan a school-wide safety campaign and implement this campaign. Discuss with students ways to expand the goals of the safety campaign to include the community.	
	Plan trips into the community to observe and record proper and improper safety practices in traveling to and participating in community activities. Have students study about the proper authorities who can implement community safety practices, such as Public Health, Fire, Police and Sanitation Departments.	
	Discuss how community authorities can help implement safety practices in the home.	
	Have the students examine their own homes for safety precautions that have been taken. Have students list safety hazards and plan steps that could be taken by the parents.	
	Plan an exhibit of common household substances. Develop lessons from which the students learn the danger of poisonous household substances and their antidotes.	Use and Abuse of Non-Food Substances - used in elementary school drug unit.

Objective II: The student will identify and demonstrate effective emotional responses.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will identify basic human emotions.	Have the students discuss feelings and emotions by talking about the following: "What makes me happy" "What makes me sad" "What makes me angry."	
	Set up situations in which students are allowed to recognize and express feelings openly. Some students may benefit from private conferences with the teacher.	Understanding Your Needs Text: "The Dimensions in Health Series." Lyons and Carnahan
	Show how change in inflection and tone of voice can change the meaning of what is said.	
	Have students observe pictures showing various emotions and discuss the mood conveyed.	Pictures and Guide, Moods and Emotions, David C.Cook
2. The student will differentiate between socially acceptable and non-acceptable emotional responses.		Film: Children's Emotions (for teacher viewing) FS: First Things: What Happens Between People, 8087
a. He will identify emotional responses in a given situation.	Have the students find pictures or recall situations of people showing definite emotional responses, and let students tell what they think has made the person react.	FS: What Do You Expect Of Others, 8088 FS: Guess Who's In A Group, 8089 FS: Who Do You Think You Are? 8090

Objective II: The student will identify and demonstrate effective emotional responses.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Use role playing to show how different individuals may react or feel in a given situation. Ex. How would you act: if someone accidentally hit you? Record and review the variety of responses of the pupils.	FS: You Got Mad: Are You Glad? 8091 Film: School Problems: Getting Along With Others, 1726 OIMS
	Present to the class a list of the basic human emotions. Help the students to dramatize how these are used in a variety of life situations.	
b. The student will identify problems that result from uncontrolled emotions.	Have students relate experiences in which privileges for individuals and for groups were denied because of individuals who lost control of their emotions. Emphasize some consequences of such uncontrolled emotions.	Film: Don't Get Angry: 1162 OIMS
	Use newspaper articles as the bases for a discussion of crimes and violence that result from uncontrolled emotions.	
	Discuss how these could have been avoided if emotions were under control.	
	Using selected pictures from "The Value Series," discuss the consequences of uncontrolled or unacceptable behavior.	Pictures and Guide, Value Series BFA Educational Media
c. He will find effective methods of controlling his own emotions.	Use role-playing situations demonstrating inappropriate emotional responses in given situations. Follow with a class discussion to determine what modification of behavior would be appropriate. Then have the students play the same roles, striving to use more positive responses to the situation.	

Steps Toward Goal	Suggested Procedures and Instructional Activities	Reso
	List with the students varied ways to accept success and failure. Discuss most appropriate behavior modification. Use behavior modification techniques with students who would benefit from these techniques. Consult the guidance counsellor or the school psychologist for assistance.	

Objective III: The student will identify his assets and will state how he uses them in his everyday life.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will identify assets of successful people.	Conduct sessions in which students identify what makes people successful, using these categories: Social Adaptability Physical Ability Outstanding Job Skills Creative Talents Ability to Overcome Handicap Invite people to the classroom to discuss how they attained success in some endeavor. Display pictures of people at work and have the students list the abilities they think the people must have. Display books about successful people that the students can read independently. Evaluate with each student his list of what he feels are the components of success.	
2. The student will identify assets of his contemporaries.	Provide the students with opportunities to identify and evaluate the assets of their peers. Use activities that will bring about interaction of students, such as choosing the "citizen of the class." CAUTION: Students should not rate each other.	

Steps Toward Goal	Suggested Procedures and Instructional Activities	Re
	Have the students identify the assets they consider most important in getting along with other students. The following are examples of categories: Getting Along With Others Physical Education Type Activities Ability To Do Classwork Creative Ability	
3. The student will state his own assets.	Encourage informal discussions between you and individual students to help them recognize their own abilities. Use the previously developed categories to aid in discussion and listing of abilities. CAUTION: Students should not compare themselves to others.	
	Set up individual parent conferences to enlist parents' aid in helping the student to develop his abilities in the home and to follow up and reinforce his school activities.	
	Have the student state and discuss how he uses his assets in his everyday life.	
4. The student will use his assets to develop leisure time activities.	Have the students begin craft projects and hobbies which they can continue in their homes for leisure time activities.	
	Plan a class fair in which students demonstrate their accomplishments in leisure time activities, in order to give them recognition and to encourage others to widen their scope of participation.	

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Objective IV: The student will identify and assume his responsibilities when in a group.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will identify his responsibilities when in a group.	Develop lessons to emphasize that appropriate behavior and proper manners are basic ways of showing consideration for the rights and feelings of other people within a group, including role-playing, dramatization, etc.	Ginn, Story Starters
	Provide a variety of group endeavors in the classroom from which the students will identify the responsibilities of participation in a group. Examples: planning a party, delegating duties in the classroom, sharing responsibilities, etc.	
	Have students name organized groups in the school and community. List reasons for benefits of joining these groups. Invite some members of these groups to speak with the class about the responsibilities of their members.	
2. The student will assume his responsibilities when in a group.	Reserve some classroom tasks for student volunteers. Develop with students the concept that volunteering entails a responsibility for satisfactory performance of a task.	
	Develop group tasks in which efficient functioning of the group is dependent on each individual's contribution to the group; e.g., assembly-line tasks.	Occupational Exploration unit objective II 1c.
	Using a personal checklist, have each student evaluate himself on how well he contributed to the group. On an individual basis, discuss with students how to improve any deficiencies in specific areas.	Sample Daily Checklist in Occupational Exploration Addendum

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Organize a classroom club to acquaint students with responsibilities that are entailed in club membership.	
	Encourage students to participate in school-wide and community activities; e.g., physical education programs, talent shows, school clubs, chorus, orchestra, YMCA, scouts, etc.	Refer to Program Guide, Recreation Unit, p. 66.
	NOTE: Constant evaluation of students' group participation is necessary to insure continuous learning throughout the school year.	

OCCUPATIONAL EXPLORATION

Introduction

Occupational Exploration starts when a child first encounters social and economic interaction in the home, neighborhood and community. Occupational skills and habits are developed from the time he first relates to a group, learns to follow directions, and begins to develop his interests and skills.

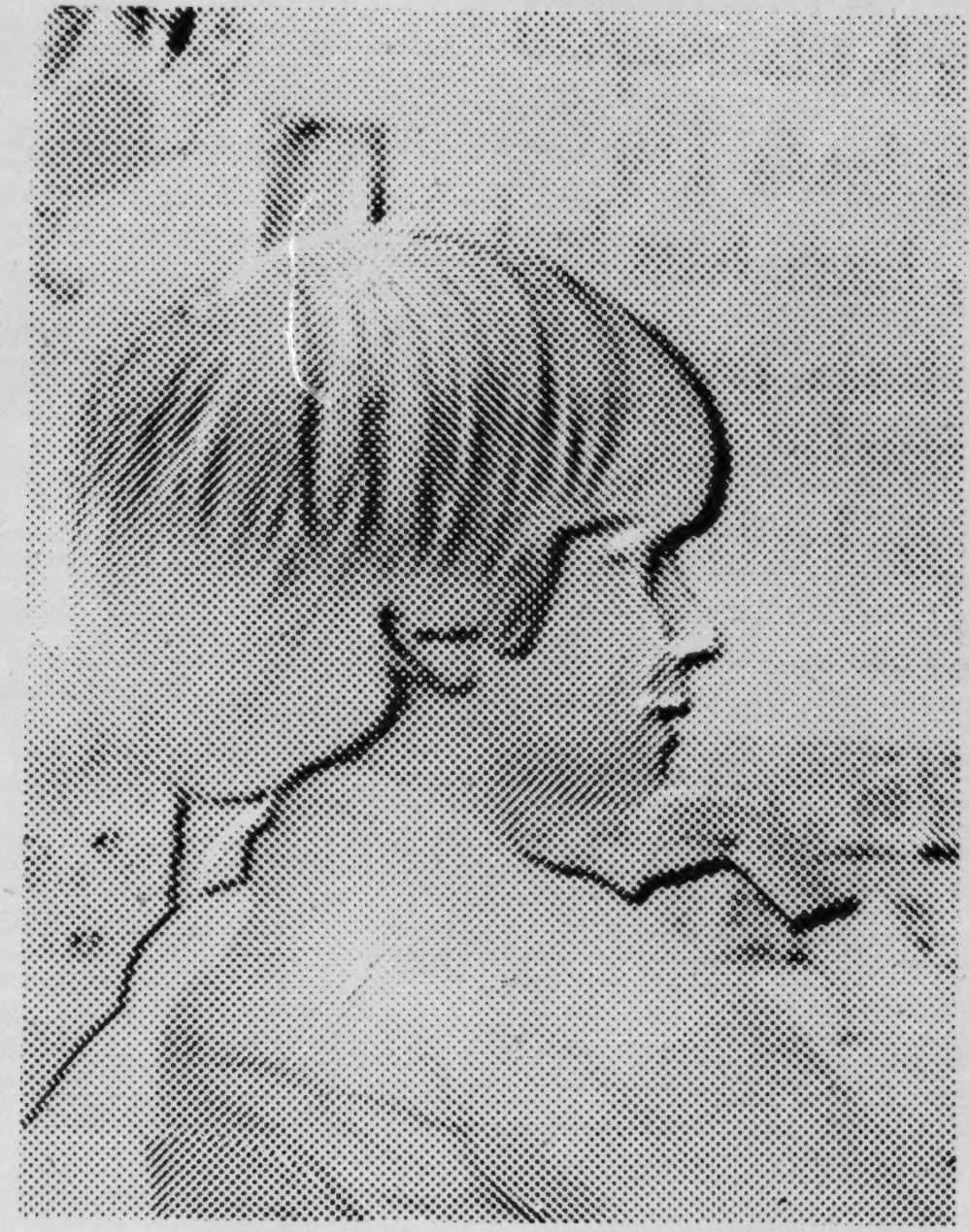
This section of the supplement attempts to show the teacher a series of steps to be taken at the intermediate level as part of the developmental program of career education which will be expanded in the secondary program.

It is essential for the student to begin evaluating his study habits in terms of worker traits. These traits are directly related to his future success in a job situation. It is also essential for the student to gain an awareness of the working world and his own interests. This information can be used to place the student in junior and senior high school vocational programs where he can meet with success.

The intermediate teacher will send to the junior high school teacher an evaluation of the student in terms of the following:

1. the student's level of attainment of work habits
2. the student's performance on designated jobs
3. the student's occupational abilities and interests.

Readiness for vocational education for each student is the result of awareness of the working world, identification of interests at the elementary level, self-evaluation.



OCCUPATIONAL EXPLORATION

OCCUPATIONAL EXPLORATION

Objective I: The student will identify duties and requirements for a variety of jobs in the school, home, and community

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will list the duties and requirements of jobs being performed in the school.	Compile with the class a list of school workers. Take the class to visit the school workers' job areas. Discuss with the class the duties of each worker and have students make a list of questions to ask each worker about his job. Invite school workers to speak to the class. After they have developed interview techniques, have students interview school workers.	Kit, School Workers SVE Kit, School Worker and Library Workers SVE School Personnel
	Write chart stories with the class presenting information gained from the interviews and visits. Develop a vocabulary list of words pertinent to each job.	Lee and Van Allen, Language Experience Approach
	Have each student keep a notebook to which he will add material as the unit develops.	Baltimore County Public Schools. The Language Experience Approach to Beginning Reading, 1968
	Make a chart in which the listed jobs will be categorized into the following groups: service, clerical, mechanical.	
2. The student will list the duties and requirements of jobs being performed by the members in the home.	Compile with the students a class list of parent or family member jobs.	FS: What Else Do Fathers Do? What Else Do Mothers Do?
	Discuss with the class the duties of each family worker. Send home a questionaire to the worker. Invite a family member to discuss his job. This information will be added to the student's notebook after discussion.	See Addendum
	Have a student interview a family member on his job and report back to the class. Plan field trips to jobs or work areas described.	

Objective I: The student will identify duties and requirements for a variety of jobs in the school, home and community.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Have the class make a word recognition list and perform a variety of language arts activities using the words related to each job being discussed.	
3. The student will list duties and requirements of jobs performed in the community.	With the class make a large map designating the businesses in the community. Using the map, occupation cards, pictures and filmstrips, compile a list with the class of jobs in the community. Discuss with the class the duties of each worker.	Peabody Language Development Kit #2. Occupational Cards O-1 to 065. Newspapers, magazines
	Develop with the class a list of questions to ask workers when they speak with the students; e.g., name of job, duties, requirements of the job, hours of work, etc.	Film, We Want Goods and Services. #1766 OLS
	Invite community workers to speak to the class. Ask the speakers to bring along tools used on their jobs, if available.	Contact the Special Education teacher at the senior high school or the Office of Vocational Rehabilitation, Shell Building, Towson (828-0600) for the names of community workers used in their programs.
	Expand the word recognition test and develop language arts activities when needed to reinforce the job vocabulary.	Barnell Loft Series, Locating the Answer, Level B
	Fill out with the students job profiles describing all jobs discussed in the classroom, visited at job locations, or described by students.	Sample job profile in Addendum

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Objective II: The student will compare the traits necessary for success in school with those necessary for success in employment.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will identify the traits necessary for success in school.	Show filmstrips to help the class make their own on-going list of personal traits necessary for success in school; e.g., punctuality, regular attendance, neat appearance, etc.	FS #8101 "Developing Good Work and Study Habits"
a. He will work under teacher direction successfully.	Have student take a turn teaching a lesson and then discussing his experiences as the teacher. Discuss with the class why rules are needed in the classroom.	FS #8057 "Wally, the Worker Watcher"
	Dramatize classroom scenes in which some students demonstrate good and poor work habits. Discuss the results of using good work habits; bad work habits.	
	Have each student use a personal daily check list to evaluate his progress toward acquiring traits necessary for success.	Sample Personal Daily checklist in Addendum
b. He will work alone successfully.	Extend the personal checklist to include tolerances and traits necessary for working alone.	FS #8082 "What Good is School"
	Have each student write up his own daily schedule of activities in school and home, indicating which of those he must do alone.	
	Have each student perform a task in a given amount of time. Continue with a series of tasks for which each student will budget an amount of time to complete each one. Have each student evaluate his work traits on his Personal Daily Checklist.	

Objective II: The student will compare the traits necessary for success in school with those necessary for success in employment.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
c. He will work successfully with others.	Have the class observe other students in group situations and discuss how they get along. Have the student add traits to the personal daily checklist that are related to working with others. E.g.: Followed directions of another student; Worked next to another worker; etc. Set up a group activity where each student is dependent on the other students to get a job completed; e.g., putting a book together. Have the students use their personal daily checklist to evaluate their progress in working in group situations. Hold a conference with each student, using his completed checklist and your observations and evaluation of his work traits in school.	FS #8087 "what Happens Between People" FS #8088 "What Do You Expect of Others" FS #8089 "Guess Who's in a Group"
2. The student will identify the traits necessary for successful employment.	Give the class some real-life examples of situations in which all workers must work together to complete a task. Discuss the need for interdependency of workers. Encourage the students to explore and describe other job situations requiring a group of workers to work together. Invite employers to the classroom to describe the work traits that they consider necessary for successful employment. Have the students develop a list of traits necessary for successful employment.	FS #5 "Getting the Goods to Users" FS "A Matter of Business" FS #6 "At Your Service"

necessary for success in employment.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
3. The student will name those traits necessary for success in school which are also needed for successful employ-	Simulate an interview with one student as the employer and another student as the prospective employee. Have the employer use the personal daily checklist to question the worker on his potential as an employee he might hire. Prepare a class activity in which the students compare their list of traits for success in school with those necessary for successful employment.	

OCCUPATIONAL EXPLORATION

Objective III: The student will state a tentative conclusion regarding his occupational interests and abilities.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
1. The student will state his occupational interests.	After showing films or filmstrips about interests and leisure time activities, encourage the students to share accounts of what they do in their free time.	FS #8082 What Do You Like To Do?
a. He will state present interests.	Have each student bring in objects that relate to his hobbies and then describe the hobbies. Invite someone with an interesting hobby from another class to discuss his hobby. Use the tape recorder to record descriptions of hobbies of the students. Review with the class the job profiles in their notebooks. Compare the interests of students with the duties and requirements of these jobs. Compile with the class a list of activities they do or would like to do that can be related to future employment. Have students check their individual interests with this list.	
b. He will state future interests.	Have the class review their list of community jobs made in Objective I. Using content given in the Program Guide, have the students identify various jobs that are available in the topic covered. Ex.- shelter - construction workers, food - food workers, etc.	FS #6 Trade and Industry

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Using the list of community workers, have the students show how some jobs are alike and then categorize these jobs. Some suggested divisions: outdoor jobs, indoor jobs, sitting jobs, standing jobs, machine jobs, people jobs, etc. Group the jobs having similar duties into service, clerical, mechanical categories. Have each student indicate types of jobs or specific jobs that he would like to do in his future career.	Kit, What Do You Like To Do? SVE
2. The student will demonstrate his occupational abilities.		
a. He will successfully use tools for in-class tasks.	Have the students identify the tools they use in school: e.g., pens, pencils, rulers, etc. Have them demonstrate both good use and abuse of these tools. Review with the class the prescribed format for written work and the reasons for following standard procedures.	Board of Education of Baltimore County, Schools Are For Children (1973) pgs. 24-27
b. He will list tools necessary in a variety of jobs.	Review with the class their job lists and profiles and take note of the tools that are used in these jobs. Have the students bring examples of these tools from home.	

Objective III: The student will state a tentative conclusion regarding his occupational interests and abilities.

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
	Visit with the students the work area of a worker in the school and have him demonstrate the use of his tools.	
	Invite workers from the community to bring their tools to the class and demonstrate how they are used on the job.	
	Set up activities in the classroom where the students can work with various tools to produce and repair items.	
	Set up learning stations where students can use the names of tools in a variety of activities: e.g., an electrical matching board containing pictures of tools and their names.	
c. He will successfully complete job-like tasks in the classroom.	Have the students discuss the duties involved in classroom jobs; then ask each student to choose a job to be performed over a specific period of time.	
	Help the students compile a daily job check list so that each worker can judge when his job is completed and how well he performed it. Change the jobs on a regular basis so that the students will get a variety of job experiences.	
	Hold a conference with each student, using his completed checklist and your observations to evaluate his class job.	

Steps Toward Goal	Suggested Procedures and Instructional Activities	Resource Materials
d. He will successfully complete job-like tasks in the school	Review with the class the duties and requirements of jobs within the school. After the students have completed job profiles of school workers have them discuss the job skills they could learn from these workers.	See Job Profile in the Addendum
	Each student should be interviewed by the school worker with whom they would like to work. Have the worker use the Personal Daily Check List as a basis for the interview. Have the student work with a school worker for a specified amount of time. Have each student evaluate his performance on the job using an individual job check list. Provide for an evaluation of the student by the school worker. Review the student's progress and discuss the evaluation with him.	Job Check List
3. The student will compare his interests and abilities in the school work experience with the duties and requirements of a variety of jobs in the community.	Using notebook materials, have the students compare the list of interests and hobbies with the list of occupations, showing how they are similar. E.g.: outdoor hobbies and outdoor jobs, hobbies involving manual dexterity and jobs involving manual dexterity, etc.	
	Discuss with each student individually his past evaluations of job experiences and his occupational interests, developing guidelines the student can use when considering future occupations. Guidelines include electives in the secondary program, part-time jobs, leisure time activities and sources of more information about other employment possibilities.	

Addendum

SAMPLE PERSONAL DAILY CHECK LIST

This chart could be used for a specified amount of time each day or over a pre-determined period of time. Have students use a code to mark the chart, such as: +=very good, 1/=good, -= needs improvement. Also complete your own chart for each student, so that teacher and student can share evaluations in a conference.

Personal Daily Check List

Name_____

	M	T	W	T	F	M	T	W	T	F	
I began my work on time.											
I followed directions that I heard.											
I followed directions that I read.											
I worked neatly.											
I used good manners.											
I shared ideas.											
I worked well by myself.											
I finished my work on time.											
I found something to do when I finished.											
I worked well with other people.											

SAMPLE SCHOOL JOB CHECKLIST*

Name of Student _____

Name of School Worker _____

Job Performed _____

Dates Report Covers _____

Things the student should do on the job:	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Began the job on time															
Helped someone else															
Finished the job															
Followed directions															
Performed tasks well															
Performed tasks cheerfully															
Observed safety rules															
Used self-control															

COMMENTS: _____

_____

Suggestions for improvement _____

_____

* To be used by student, school worker, and classroom teacher.

Addendum

PARENT QUESTIONNAIRE*

1. Parent's Name _____
   last first

2. Place of employment _____

3. Job Title _____

4. General Description of job _____

   _____

   _____

5. Requirements _____

   _____

   _____

   _____

6. Tools used _____

   _____

   _____

   _____

Date _____ Name _____

* To be used to gain occupational information from parents.

Addendum

JOB PROFILE

JOB TITLE:

JOB AREA: [Service, Clerical, or Mechanical]

GENERAL DESCRIPTION: [Specific assignment - where, doing what, when, etc.]

JOB ACTIVITIES: [Duties or tasks of the job]

PERSONAL QUALITIES NEEDED: [physical requirement, tolerances, attitudes, intellectual abilities]

TOOLS USED ON THE JOB:

Date_____ Name_____

Addendum

Suggested Unit Development

As mentioned in the general Introduction, the teacher will develop units using materials from the Program Guide and the Supplemental Guide.

Materials in this section include the following:

1. Lists of objectives for two units that may be developed
2. Some suggested topics for units
3. A complete sample unit

It may be advantageous to develop mini-units that can be adapted to the interests and needs of the student.

Examples:

Use of Leisure Time - - taught according to seasonal activities.

How Our Government Affects Us - - taught at election time.

Samples: Objectives of Two Units That May Be Developed

Learning About Our Community

The students will travel independently in the community (Motility).

The students will identify workers in the community and will describe their jobs (Occupational Exploration).

The students will locate recreational facilities (Social Competencies).

The students will list community services provided by the local government (policemen, firemen, trash removal, etc.).

GENERAL ADDENDUM

Addendum

The students will exhibit a knowledge of health services that are available (Social Competencies).

The student will locate shopping centers and commercial facilities.

How Government Affects Us

The students will demonstrate his recognition of the importance of rules.

The student will describe generally how his local government works for him.

The student will state the responsibilities of the voter.

The student will describe his responsibilities to government.

Suggested Topics That May Be Developed into Units

How Our Bodies Work

Taking Care of Our Bodies

Controlling Our Emotions

How Machines Work For Us

Transportation In Our World Today

Communication Today

Types of Houses in the School, Home, and Community

Selecting, Preparing, Serving, and Storing Food

Addendum

SAMPLE UNIT

Getting To Know Your School

Unit Objective: The student will travel safely and independently around the school and will identify the names of and duties of the staff of the school.

Lesson Objectives	Suggested Procedures and Activities	Curriculum References
I. The student will demonstrate his ability to travel throughout the school independently.	Construct a large map of the school to be taped to the floor. (This map may be used as a floor plan in constructing a model of the school.) Shade in the corridors. Use this map to teach locations and routes to travel in the school.	
A. He will reach independently the places he must go in his daily schedule.	Have students suggest places in the school that they need to find in their daily schedule. Use these suggestions in: sight vocabulary exercises matching games locating places on the map and in the school	
1. He will list and identify the names of places in the school that he will have to locate in following his daily schedule	Have each student keep a notebook to which he will add materials as the unit develops.	Motility - Objective I Steps 2b
2. He will identify these places during a class trip through the school.	-Take walks through the school until the student can locate places in his daily schedule.	Motility- Objective I Steps 2a 2b 2c

Lesson Objectives	Suggested Procedures and Activities	Curriculum References
3. He will locate on the map places he must reach while following his daily schedule.	Have student identify places in their daily schedule on a large map in the classroom. Have students locate places in daily schedule on small individual maps that will be kept in their notebooks.	Written Communication Objective I-Step 1 Objective II - Step 1b
4. He will travel with a buddy through the school to find predetermined locations.	Have each student travel with a buddy to a predetermined room and return with concrete evidence of completion of the task. He may first use a map, then travel without the map. Have the student trace the round-trip route on a large map. Have the student orally explain the route followed. Have the student, with a buddy, travel to more than one destination and return with concrete evidence of completion of the task, again tracing the route on the map. Have the student, with a buddy, travel from a new starting point to a predetermined destination and return to the homeroom with concrete evidence of completion of the task. Continue to give other directions with more complexity	Motility- Objective I Step 2a, 2b, 2c Oral Communication - Objective II Step 1,2,3,4 Objective III Step 1b Written Communication Objective II Step 1c
5. He will travel alone through the school to find predetermined locations.	Same as 4a	

Addendum

Getting to Know Your School

Unit Objective: The student will travel safely and independently around the school and will identify the names of the and duties of the staff of the school.

Lesson Objectives	Suggested Procedures and Activities	Curriculum References
B. He will reach independently the places he must go in the entire school.	Follow the same procedures in developing this objective as in A, substituting other places in the school for those on the daily schedule until the entire physical plant has been covered.	
1. Same as A1		
2. Same as A2		
3. Same as A3		
4. Same as A4		
II. The student will follow established safety routines as he travels through the school.	Make use of any safety violations encountered in achieving Objective I, discussing the consequences and some alternate correct safety procedures.	Motility- Objective I - Step 3 Social Competencies- Objective I - Step 3c Oral Communication - Objective II -Step 1,2,3,4 Objective III, Step 1a
A. He will follow safety routines when under adult guidance.	Have the class tour the school building and compile a list of possible safety hazards.	
	Discuss with the class ways to make living together in the school safer, more comfortable, and friendlier.	Motility- Objective I - Step 3 Oral Communication- Objective II-Steps 1,2,3,4 Social Competencies- Objective I - Step 3c
	Invite a fireman to speak to the class about the need for fire drills in the school.	

Lesson Objectives	Suggested Procedures and Activities	Curriculum References
	Have the students participate in a practice fire drill. Prior to the drill, list with the students directions to follow and safety rules to observe. After the drill, have students evaluate their performance.	Motility - Objective I - Step 3 Social Competencies - Objective I - Step 3c
	Use a filmstrip or films with the class to depict acceptable behavior in the corridors. F.S. - First Film on Finding Your Way to School Safely could be used if available.	Motility- Objective I - Step 3 Social Competencies - Objective I - Step 3c
	Following a discussion of rules about movement on stairways, in the halls, etc., develop with the class a list of acceptable behaviors.	Motility - Objective I - Step 3 Written Communication- Objective II - 1a Social Competencies - Objective I - Step 3c
	Make a checklist of safety procedures from the list previously written. Have the students, using their checklist, identify others' safety violations within the school.	Social Competencies - Objective I - Step 3c
	Have the students make posters to illustrate safety procedures to be displayed in appropriate areas around the school--drinking fountains, stairways, cafeteria.	Motility - Objective I - Step 3 Social Competencies - Objective I - Step 3c
	Set up situations in which a student must make a safety judgment; e.g., using an exit not normally used.	Social Competencies - Objective I - Step 3c

Addendum — Getting to Know Your School

Unit Objective: The student will travel safely and independently around the school and will identify the names of and duties of the staff of the school.

Lesson Objectives	Suggested Procedures and Activities	Curriculum References
B. He will follow safety routines when working independently.	Evaluate the student's safety procedures after teaching II A. This should continue through the entire year with reinforcement and review when necessary.	
III. The student will list and describe the jobs being performed in the school.	Using a card holder, write the names of special area teachers (music, art, gym, media specialist, etc.) on individual flashcards and the names of tools they use on separate cards. Have the student match the teacher with the appropriate tools. Have students justify their selections. This activity may be used at a later date for reinforcement of coneept. Use Peabody Kit for tools and occupations.	Occupational Exploration - Objective I - Step I Written Communication Objective I - Step 1
A. The student will list and explain the job performances of the people in his daily schedule.		
1. He will make a list of special area teachers and how they influence his daily schedule.	Write on individual cards the day and time of each subject the class studies. Match the time and day card with the appropriate special teacher. Use the cards for group and individual activity.	Motility - Objective I - Step 2b
2. He will explain the job performances of these people.	Discuss each job area and worker with the students, emphasizing performance and tools.	

Lesson Objectives	Suggested Procedures and Activities	Curriculum References
	Prepare the students for interviewing the worker in the school; develop the following techniques: Know what you want to find out Speak clearly and distinctly Record information received.	Oral Communication - Objective II -Step1,2,3,4
	Develop with the class some questions they will ask workers in the school.	Oral Communicatcn - Objective II Step 1,2,3,4
	Have students practice interviewing techniques by interviewing classmates who have jobs in the room, using a tape recorder or a checklist.	
	Have students role=play interviews in simulated situations.	
	Basing selection on the abilities of individual students, pair them to do interviewing. Have the students interview workers in the school, using techniques practiced, and report then information to the class.	
	Write with the class chart stories containing information gathered about the school workers. The students will add the stories to their notebooks.	Written Communication - Objective II - Steps 1a, 1d, 2a
B. The student will identify and list people he will meet in his expanded school environment,	Use modified activities of A.	

Addendum

Getting to Know Your School

Unit Objective: The student will travel safely and independently around the school and will identify the names of and duties of the staff of the school.

Lesson Objectives	Suggested Procedures and Activities	Curriculum References
C. The student will categorize all school workers into groups: mechanical, service, and clerical.	So that students can discover the differences between service, clerical, and mechanical jobs, have students compare and contrast a service job, a clerical job, and a mechanical job, extracting general characteristics of each type of job. Repeat as needed.	Occupational Exploration Objective I, Step 1
	Looking at the jobs in the school, have the students explain how the jobs are alike, using the characteristics discussed earlier.	
	Place on the board a chart on which the students will categorize the workers in the school into the three areas. Have the students put this chart into their notebooks.	Written Communication Objective II, Steps 1a,1d Step 2a
	Plan a culminating activity which includes all the concepts developed in this unit. This might be a display of notebooks, assembly program or a presentation to parents.	

Addendum

FUNCTIONAL VOCABULARY LIST

WARNING

Beware
Danger
Poison
Caution
Explosives
Live wires
Dynamite
No Trespassing
Watch your step
Deep water
Hands off
Inflammable
Flammable
High voltage
Keep out
Keep off
Cross at crosswalk
Be careful
Quarantined
Off limits
Go slowly
Do not throw trash
Do not litter
No litter
Alley closed
Handle with care
Look and listen
Hunting prohibited
Posted
Keep moving
Quiet
Seeded

COMMON PLACES AND THINGS

Doctor
Gasoline
Fire escape
Fire extinguisher
Railroad crossing
R.R.
Hospital
First aid station
Emergency door
Police station
Court house
Credit department
Post office
Rest room
Bank
Dentist
Shelter area
Bus station
Employment agency
Gas & Electric Co.
Library
Office
Cashier
Elevator
Escalator
School
Bus stop
Smoking room
Public telephone
Box office
City hall
Ladies toilet

INSTRUCTIONAL, GUIDANCE AND DIRECTIONS

Go
Stop
Walk
Wait
Exit
Entrance
Slow
Closed
This way down
This way out
Menworking
For sale
Please be seated
In
Push
Pull
Knock
C.O.D.
City property
Men
Women
Ladies
Gentlemen
For rent
Down
New accounts
Next window
Count your change
Out of order
Lost
Out
Not responsible for

Addendum

WARNING

No spitting
No admittance
No loitering
Loitering prohibited
Post no bills
Wet paint
Fresh paint
Passengers forbidden
Ice not safe
Warning
Fragile
Drop off
No hunting
This end up
No swimming
No fishing
No skating
Thin ice
Crossing
Fire alarm
Do not touch
No smoking

COMMON PLACES AND THINGS

Womens toilet
Mens toilet
Lavatory
Air raid shelter
Sheriff
Washroom
Employees
Lunchroom
Stairway
Balcony
Waiting room
Barber shop
Fire escape

INSTRUCTIONAL, GUIDANCE AND DIRECTIONS

This side up
This side down
Boy wanted
Pay as you enter
Please pay when served
Waitress wanted
Help wanted
Deliveries only
Deliver in rear
Laborers only
Workers only
Open evenings
Safety first
Employees only
Room for rent
Construction
Pay here
Installment plan
Charge accounts
Bell out of order
Up
Glass
Pay fare here
Office hours
Step to rear
Passengers are forbidden
Thank you
Apartment for rent
Out to lunch
On
Off
Lost and found
Private
Information
Closed for repairs
Tickets

Addendum

WARNING	COMMON PLACES AND THINGS	INSTRUCTIONAL, GUIDANCE AND DIRECTIONS
		First aid
		Open
		Pay leave
		Use other door
		Wanted
		Waste
		Litter

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ORAL COMMUNICATION	THE STUDENT WILL DEVELOP EFFECTIVE LISTENING SKILLS		THE STUDENT WILL DEMONSTRATE AC
	The student will identify and use the rules of courteous listening	The student will retain information acquired through the application of listening skills	The student will speak clearly, using appropriate volume, voice inflection, and expression
WRITTEN COMMUNICATION	THE STUDENT WILL RECOGNIZE AND REPRODUCE THE SYMBOLS OF WRITTEN COMMUNICATION		THE STU
	The student will recognize and write simple to complex symbols of written language	The student will recognize and write simple to complex symbols in mathematics	The stu facts
MOTILITY	THE STUDENT WILL MOVE INDEPENDENTLY TO THE SCHOOL AND WITHIN THE SCHOOL		
	The student will travel independently to his school and will accurately describe the route taken	The student will travel independently in the school	The student will follow established safety routines inside and outside the school
SOCIAL COMPETENCIES	THE STUDENT WILL IDENTIFY HIS PHYSICAL AND PERSONAL NEEDS AND WILL IMPLEMENT APPROPRIATE CARE FOR HIS BODY NEEDS		
	The student will identify and name external and internal parts of the body and their functions	The student will identify body changes in growth and development	The student will ide his personal physica
OCCUPATIONAL-EXPLORATION	THE STUDENT WILL IDENTIFY DUTIES AND REQUIREMENTS FOR A VARIETY OF JOBS IN THE SCHOOL, HOME, COMMUNITY		
	The student will list the duties and requirements of jobs being performed in the school	The student will list the duties and requirements of jobs being performed by the members in the home	The student will list duti and requirements of jobs performed in the community

THE STUDENT WILL DEMONSTRATE ACCEPTABLE EXPRESSIVE LANGUAGE SKILLS

- The student will speak clearly, using appropriate volume, voice inflection, and expression
- The student will speak in complete sentences
- The student will use standard grammar
- The student will use language appropriate to the situation

THE STUDENT WILL REACH HIS HIGHE

- The student will retain facts that he hears
- The s logic

EN COMMUNICATION

- and mbols

THE STUDENT WILL REACH HIS HIGHEST LEVEL OF COGNITION

- The student will retain facts he reads
- The student will apply logic to what he reads

THE STUDENT WILL USE FUNCTIONAL SYMBOLS, WORDS, SENTE

- The student will read and use printed materials necessary for successful living
- The student will use appropriate written forms to fit his nee

THE SCHOOL

- The student will follow established safety routines inside and outside the school

THE STUDENT WILL LOCATE SPECIFIC AREAS IN HIS NEIGHBORHOOD AND COMMUNITY

- The student will locate specific areas in his neighborhood
- The student will locate specific areas in the community

THE STUDENT WILL DES

- The student will par in planning a superv to the expanded comm

WILL IMPLEMENT APPROPRIATE

- body elopment
- The student will identify his personal physical needs

THE STUDENT WILL IDENTIFY AND DEMONSTRATE EFFECTIVE EMOTIONAL RESPONSES

- The student will identify basic human emotions
- The student will differentiate between socially acceptable and non-acceptable emotional responses

THE STUDENT WI

- The student wi assets of succ people

TY OF JOBS IN THE SCHOOL, HOME, AND

- es
- e
- The student will list duties and requirements of jobs performed in the community

THE STUDENT WILL COMPARE THE TRAITS NECESSARY FOR SUCCESS IN SCHOOL WITH THOSE NECESSARY FOR SUCCESS IN EMPLOYMENT

- The student will identify the traits necessary for success in school
- The student will identify the traits necessary for successful employment
- The student will name those traits necessary for success in school which are also needed for successful employment

THE STUDENT WILL REACH HIS HIGHEST LEVEL OF COGNITION

- will use ppropriate uation
- The student will retain facts that he hears
- The student will apply logic to what he hears

THE STUDENT WILL COMMUNICATE ORALLY IN A VARIETY OF LIFE S

- The student will identify appropriate ways to express his thoughts and feelings
- The student will communicat information in various kind of experiences

STUDENT WILL USE FUNCTIONAL SYMBOLS, WORDS, SENTENCES, AND PARAGRAPHS

- student will read and use nted materials necessary successful living
- The student will use appropriate written forms to fit his needs
- The student will express his thoughts and ideas in group and independent writing

BORHOOD AND COMMUNITY

- l locate specific munity

THE STUDENT WILL DESCRIBE HOW HE HAS TRAVELED THROUGHOUT HIS EXPANDED COMMUNITY

- The student will participate in planning a supervised trip to the expanded community
- The student will take a trip to the expanded community with a group and will explain how he traveled and what he saw
- The student will describe where and how he has traveled through his state and nation

ECTIVE EMOTIONAL RESPONSES

- differentiate acceptable and otional responses

THE STUDENT WILL IDENTIFY HIS ASSETS AND WILL STATE HOW HE USES THEM IN HIS EVERYDAY LIFE

- The student will identify assets of successful people
- The student will identify assets of contemporaries
- He will state his own assets
- He will use his assets to develop leisure time activities

Y FOR SUCCESS IN SCHOOL WITH THOSE

- l identify ssary for oyment
- The student will name those traits necessary for success in school which are also needed for successful employment

THE STUDENT WILL STATE A TENTATIVE CONCLUSION REGARDING HIS OCCUPATIONAL INTERESTS

- The student will state his occupational interests
- The student will demonstrate his occupational abilities
- The student will compare h and abilities in the schoo experience with the duties of a variety of jobs in th

ICATE ORALLY IN A VARIETY OF LIFE SITUATIONS

fy ress gs	The student will communicate information in various kinds of experiences

MUNITY

udent will describe and how he has traveled h his state and nation	

M IN HIS EVERYDAY LIFE

tate ssets	He will use his assets to develop leisure time activities

THE STUDENT WILL IDENTIFY AND ASSUME HIS RESPONSIBILITIES WHEN IN A GROUP

He will identify his responsibilities when in a group	He will assume his responsibilities when in a group

EGARDING HIS OCCUPATIONAL INTERESTS AND ABILITIES

ities	The student will compare his interests and abilities in the school work experience with the duties and requirements of a variety of jobs in the community

OVERVIEW OF THE SUPPLEMENTAL GUIDE FOR

THE ELEMENTARY PROGRAM FOR THE MILDLY INTELLECTUALLY LIMITED

INTERMEDIATE LEVEL

BALTIMORE COUNTY PUBLIC SCHOOLS · TOWSON, MARYLAND

This overview is a listing of educational objectives developed in the Supplemental Guide. These objectives are written as student performances that can be evaluated after the learning has taken place. The overview does not show a sequential development of skills, but indicates goals of performance that are applicable to the age and needs of the individual students as they progress through the program.

The accompanying guide contains suggested instructional activities and resource materials for the teacher's use.